

A SURVEY OF THE COLORED RURAL SCHOOLS OF
LOWER RICHLAND COUNTY, SOUTH CAROLINA

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Elizabeth E. Smith Dowdy
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Committee on thesis:

F. Griffith

J. R. Shannon, Chairman

Representative of the English Department:

George E. Smith

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CHAPTER I

INTRODUCTION

I. STATEMENT OF THE PROBLEM

Having taught in the Richland County Schools for four years and having personally observed many of the problems of education in this particular locality, the author became keenly interested in the situation. The purpose of this study is to ascertain to some extent the educational status of the colored rural schools of Lower Richland County, South Carolina.

II. JUSTIFICATION OF THIS STUDY

The problem of rural education is one of great significance. Rural children comprise more than half of the total enrollment in the schools of the United States. Of the forty-eight states, twenty-seven are more rural than urban in character.¹ Since such a large proportion of the population is influenced by the problems of rural education, the total educative process of the nation cannot progress greatly until the solution of these problems has been made.

This study was intended to throw the spotlight upon a

¹ Schatzmann, Iman E., The Country School at Home and Abroad (Chicago: The University of Chicago Press, 1942), p. 137.

small segment of rural education and to bring into relief , some of the problems that are typically rural and other problems which are generally common to education.

III. SCOPE, LIMITATIONS, AND SOURCE OF DATA

This study includes a survey of twenty-one colored rural schools located in the southern portion of Richland County, South Carolina. Since the schools in this section were organized on the county-unit basis, a clearer picture might have been presented if all of the colored schools in this county had been surveyed.

Data for the study were obtained from questionnaires distributed to the principals and teachers of the schools surveyed, from the Richland County Superintendent, from the Columbia, South Carolina, Chamber of Commerce, and from the writer's personal observation.

IV. METHOD OF PROCEDURE

Two questionnaires were prepared--the first one to ascertain the condition of the school buildings and equipment, lunch room accommodations, extra-curricular activities, and enrollment, and the second one to investigate the professional training, experience, schedules, and classroom activities of the teachers. With the assistance of the author's husband, L. C. Dowdy, principal of one of the schools surveyed, per-

sonal visits were made to the schools included in this study. There the questionnaires were distributed and many of the principals and teachers were interviewed. Other teachers were interviewed in the districts where they resided. A total of twenty-one schools, including sixty-four teachers, were surveyed. The plan was discussed with the superintendent of Richland County and with the Richland County Jeannes Supervisor, who gave helpful suggestions and information.

V. ORGANIZATION OF THE REMAINDER OF THE THESIS

Following a brief review of the research in the field of rural education, an attempt has been made to show the effect of the community's general background and problems upon the education provided by the schools studied.

The data revealed by the questionnaires have been presented. Information concerning the number of teachers, grades taught in each school, enrollment and attendance by schools, the length of the school term, buildings and grounds, lunchrooms, libraries, transportation of students, parent-teacher associations, extra-curricular activities, grades taught by teachers, classroom enrollment and attendance, training and experience of teachers, units and projects employed by teachers, and daily classroom schedules has been tabulated and interpreted. The findings have been compared with accepted

standards for rural schools. Conclusions and recommendations have been made on the basis of these comparisons.

CHAPTER II

PREVIOUS STUDIES IN THE FIELD

A significant study of rural education was prepared in 1931 by a special committee of the National Society for the Study of Education. This committee's report practically and comprehensively summarized existing studies of the status of rural education. Some of the phases of rural education included in this study were: the pupil status in rural communities; the rural school curriculum; supervision, organization, and administration of rural schools; preparation of rural school teachers; financial problems of rural schools; agriculture and home economics in rural schools; and guiding principles in rural education.¹

The department of rural education of the National Education Association of the United States publishes a yearbook dealing exclusively with rural education problems.²

In 1935 the United States Department of Interior prepared a bulletin entitled "Fundamentals of the Education of

¹ Guy M. Whipple, editor, "The Status of Rural Education," Thirtieth Yearbook of the National Society for the Study of Rural Education, Part I (Bloomington, Illinois: Public School Publishing Company, 1931), 272 pp.

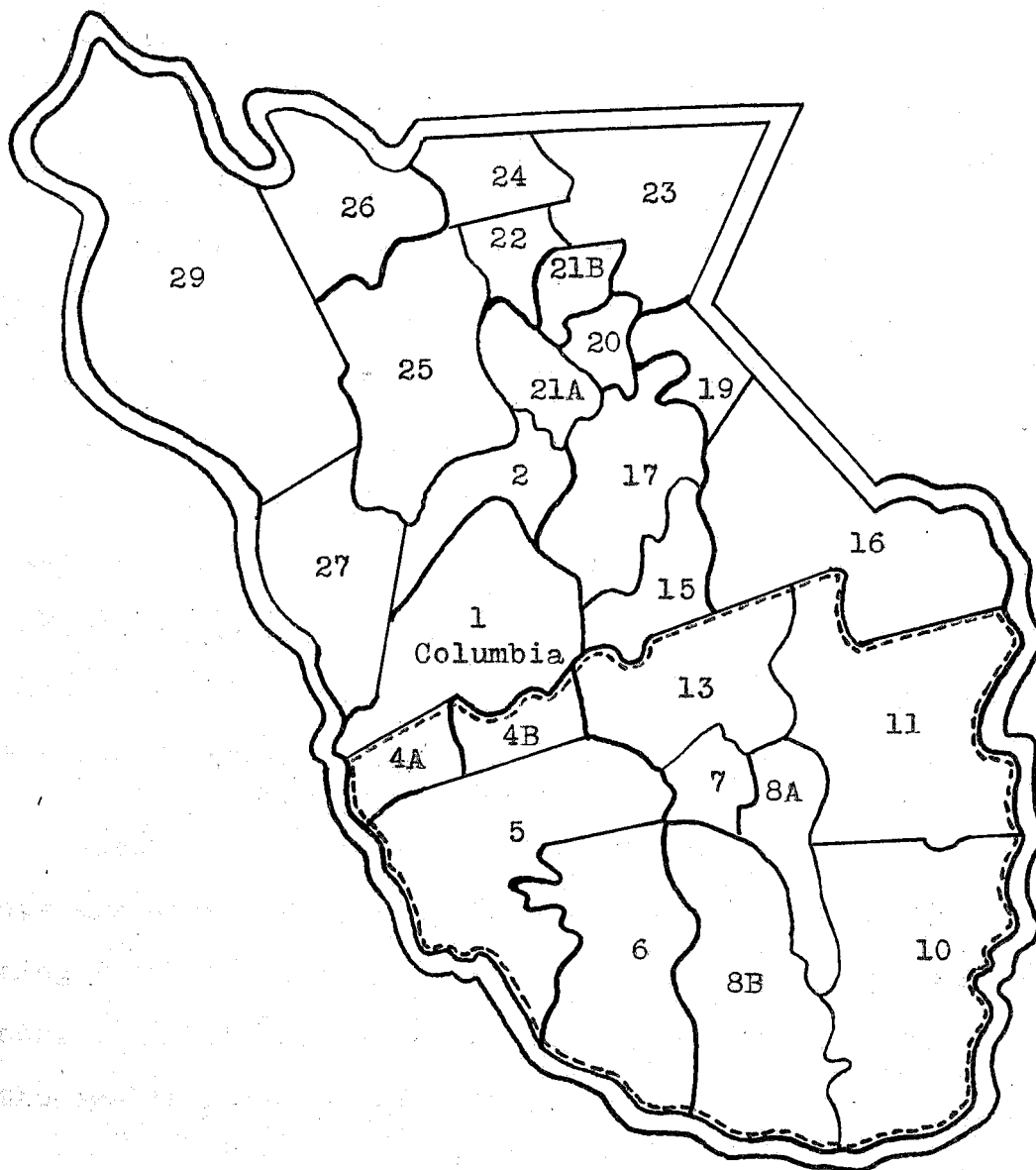
² Julian E. Butterworth, editor, "Rural Schools for Tomorrow," National Education Association Yearbook (Washington, D. C.: National Education Association, 1945) 152 pp.

Negroes."³ This publication gave a general view of rural , and urban Negro education in the United States.

The publications mentioned have dealt with rural problems in general without an attempt to intensively analyze a particular situation. They may be comparable to an airplane view rather than a close-up picture.

³ Ambrose Caliver, editor, "Fundamentals in the Education of Negroes," Bulletin No. 6 of the United States Department of the Interior (Washington, D. C.: United States Government Printing Office, 1935), 90 pp.

FIGURE 1



SCHOOL DISTRICTS OF RICHLAND COUNTY,
SOUTH CAROLINA

----- Boundaries of Lower Richland County

CHAPTER III

BACKGROUND OF THE COMMUNITY

I. GEOGRAPHICAL FEATURES

Boundaries. Richland County is located in the central portion of South Carolina. The city of Columbia, county seat and capital of the state, lies within its boundaries. Surrounding Columbia are farms and villages.

The only explanation of the boundaries of Lower Richland County is that at the time the County was formed, the Wateree River was chosen as the eastern boundary and the Congaree River as the southern boundary; however, Lower Richland County is usually thought of as being that portion of the County that is south of Columbia (Figure I, page 7).

Resources. Included in the natural resources of the County are sand and clay which produce diversified crops ranging from cotton and grains to peaches, berries, and melons. A number of tall pine forests contribute greatly to the wealth of Richland County.

Population. According to the 1940 census, the population of Richland County was 104,843. Approximately 70,000 of the total population was urban and approximately 34,843 was rural. The urban population is confined to residents of Columbia while the remainder of the population of farms and

villages is classified as rural.

The white population was given by the 1940 census as 62,472 and the colored population as 42,359. This would indicate that about 60 per cent of Richland County's population was white and about 40 per cent was colored.

Major industries. Important industries of the county include farming, textile mills, iron works, garment factories, ceramic kilns, sawmills, and fertilizer plants. The industry which affects the rural Negroes of the county most is farming. Many colored families live on farms as owners or tenants and assist in the production of cotton, South Carolina's major staple crop. Except for farming and lumbering, most of the industry is inside the metropolitan area of Columbia.

II. EDUCATION

Schools of the community. During the 1946-1947 school term in the Richland County Schools, the enrollment of white children was 5,627 boys and 5,684 girls, making a total of 11,311. For the same term the enrollment of colored children was 4,527 boys and 4,735 girls, making a total of 9,262. Exclusive of the schools in the Columbia district, there were in Richland County 56 colored schools, employing 121 colored teachers.

Richland County is divided into school districts

(Figure I, page 7). All districts are under the supervision of the County Superintendent of Schools and are directly controlled by the local board of trustees, who in some cases employ a superintendent of schools for their district.

Finance. The figure for 1946-1947 was not available, but for 1945-1946, the total amount of State Aid received by Richland County was \$801,985. For the same period the per capita cost of Negro pupils in Richland County was \$62.00.

CHAPTER IV

PRESENTATION OF THE FINDINGS

I. ORGANIZATION OF THE SCHOOL UNITS

Of the schools included in this survey, there were 3 one-teacher schools, 10 two-teacher schools, 3 three-teacher schools, 2 five-teacher schools, 1 six-teacher school, 1 seven-teacher school, and 1 nine-teacher school. Only eight schools of the twenty-one studied had more than two teachers.

These small school units are typical of the rural schools of the nation.¹ Approximately, there are 108,000 one-teacher schools and 25,000 two-teacher schools in the United States.² The per capita cost for providing effective education is greater in a one-teacher school than it would be in a larger unit enrolling more pupils and employing more teachers. Studies indicate a definite trend toward larger and fewer local school units.³ There exists

¹ The White House Conference on Rural Education, National Education Association Department of Rural Education (Washington, D. C.: National Education Association, 1944), p. 158.

² Charles D. Lewis, The Rural Community and Its Schools (New York: American Book Company, 1940), p. 139.

³ Henry F. Alves and Edgar L. Morphet, "Principles and Procedures in the Organization of Satisfactory Local Units," Bulletin No. 11, Office of Education (Washington, D.C.: Government Printing Office, 1938) p. 24.

a definite relationship between the number of teachers and the breadth and richness of the educational program.

In his analysis of the characteristics of a satisfactory school, Dawson⁴ points out that an elementary school should offer six years of instruction, have a minimum of one teacher for each year of instruction, have an average of approximately forty pupils per teacher, and have a minimum of 240 to 280 pupils in each attendance unit.

Dawson advocates the following requirements for high schools:⁵ High schools should offer six years of instruction or separate organizations of three years of junior high school and three years of senior high school. There should be a minimum of seven teachers. A six-year high school should have an average of thirty pupils per teacher. There should be thirty-five pupils per teacher in a junior high school or twenty-five pupils per teacher in a senior high school. A six-year high school should have at least 210 pupils; the minimum number of pupils should be 245 for a junior high school and 175 for a senior high school.

There is not complete agreement among authors con-

⁴ Howard A. Dawson, Satisfactory Local School Units Field Study No. 7, Division of Surveys and Field Studies (Nashville, Tenn.: Peabody College, 1934) p. 39.

⁵ Ibid., p. 39 ff.

cerning the minimum size of school attendance units. Cowen and Coxe⁶ state that a satisfactory elementary unit may be organized for as few as 45 to 60 pupils, with from two to three teachers; they reason that because of the undesirability of transporting small children for long distances, it is easier to bring the necessary services to the school than to transport the smaller children to larger centers. Nevertheless, they agree that a minimum of 200 junior-high pupils and a minimum of 300 junior-senior high pupils are necessary for the efficient operation of high schools.

In most cases it would be necessary to consolidate small rural schools in order to have larger local school units. Consolidation offers many advantages among which are:⁷ (1) greater possibility of grouping pupils according to age and ability to achieve, (2) higher type of teacher attracted because of teaching conditions, (3) reduction of overhead expenses, (4) economy in the cost of teaching equipment, (5) broader curriculum, (6) more effective supervision, (7) opportunity for fuller physical, mental, cultural, and moral development of the children,

⁶ R. A. Cowen, and W. W. Coxe, "Issues Involved in Enlarging School Administrative Units," The American School Board Journal, 101:19 f., August, 1940.

⁷ Lewis, op. cit., p. 184 f.

(8) provision of a better social center, (9) better living and social conditions, (10) improved attendance, (11) better health conditions, (12) broadened outlook of the children, (13) high-school training for many who would not otherwise receive it, (14) equalization of educational opportunities between sections.

Where the local school unit is controlled by the county, a well-planned and carefully conducted survey should be made for determining the location of consolidated schools to best serve the educational needs of all the people in the county.⁸

The fact that no transportation was provided for any of the pupils in the twenty-one schools included in this survey would seem to indicate that little has been done in regard to the consolidation of schools in this section. Many high-school students and some elementary pupils walked more than three miles to school. Some students walked more than five miles to high school.

Consolidation of schools must be accompanied by adequate facilities for transporting pupils to the school center when this is necessary.⁹

⁸ Lewis, op. cit., p. 184 ff.

⁹ Ibid., p. 197.

TABLE I

NUMBER OF TEACHERS, TOTAL ENROLLMENT, AVERAGE
DAILY ATTENDANCE, GRADES TAUGHT, AND LENGTH OF
TERM IN 21 RURAL SCHOOLS OF LOWER RICHLAND
COUNTY 1946-1947

School	Number of Teachers	Total Enroll- ment	Average Daily Attendance	Grades Taught	Length of Term (Months)
A	9	317	230	1-11	9
B	5	287	243	1-10	9
C	6	223	169	1-10	9
D	7	190	171	1-9	9
E	5	166	131	1-9	9
F	3	129	94	1-8	8
G	3	126	91	1-7	8 $\frac{1}{2}$
H	2	99	80	1-7	8
I	2	97	85	1-7	8
J	3	87	65	1-9	9
K	2	83	54	1-6	8
L	2	82	59	1-6	8
M	2	81	63	1-7	8
N	2	78	54	1-7	8
O	2	72	45	1-7	8
P	2	65	54	1-7	8
Q	2	58	46	1-6	9
R	2	48	35	4-7	8
S	1	42	35	1-6	8
T	1	35	28	1-6	8
U	1	32	25	1-6	8
Total	64	2,397	1,857		

II. ENROLLMENT AND ATTENDANCE

From Table I, page 15, one can see that the median enrollment for the twenty-one schools was 114.6 while the average daily attendance was 86.5. The per cent of attendance was 77.1.

Reavis¹⁰ states that the factors which influence school attendance in rural schools are: the distance children live from school and inadequate transportation, the progress they make through the grades, their success in school tasks, the personality of the teacher, wealth, general intelligence, and educational interest of the school patrons.

In 1944 the Current Surveys Section of the Census Bureau¹¹ made a study which indicated that a greater proportion of farm children work than do non-farm children. Forty per cent of the farm children were at work while 29 per cent of non-farm children were at work. Consequently, 33 per cent of the farm children were out of school, as compared to 17 per cent of non-farm children.

According to the Biennial Survey of Education, 1940-1942, the per cent of attendance for South Carolina was

¹⁰ George H. Reavis, "Factors Controlling Attendance in Rural Schools," Contribution to Education 108, Teachers College, Columbia University (New York: Columbia University, 1920), p. 13 ff.

¹¹ White House Conference, op. cit., p. 92.

81.1 and for the United States 85.8.¹²

Of the 2,407 pupils enrolled in the schools surveyed, 1,857, or 71.1 per cent, were in average daily attendance. This low per cent of attendance was largely influenced by the extensive use of child farm labor in this section. Since cotton production was the backbone of the economic structure of this community, the colored children were taken from school in order to plant, cultivate, and harvest this crop, and to perform other farm tasks.

Some of the schools in this community (those in District 10) have made an attempt to circumvent this issue of having the school's program disrupted by the extensive absences for farm work. During the summer of 1947, they organized a "lay-by" school session which was a regular school term of six consecutive weeks beginning the second week of July. This term was designed to utilize the time between the end of crop cultivation and the beginning of harvesting, because the crops had been "laid-by." This plan would enable the schools to begin a few weeks later to give more time for harvesting and to end a few weeks earlier in the spring to allow more time for cultivation. For some time,

¹² Biennial Survey of Education, 1938-1940, United States Office of Education, Department of Interior (Washington, D. C.: Government Printing Office, 1940), p. 18.

this plan of summer school sessions has been employed in other sections of the state of South Carolina.

III. THE SCHOOL TERM

Table I, page 15, reveals the fact that the average school term for the twenty-one schools was 164 days, or eight months and four days.

Financial support by the state of South Carolina was available to all the state schools for a nine-month school term. Whether or not the districts accepted this support for the ninth month was optional. In many rural sections, the school boards and officials did not consider the attendance such as would warrant the inclusion of the ninth month in the colored schools. (As has been explained, this irregular attendance was largely a result of the children's engaging in farm work.)

As revealed by the 1940-1942 Biennial Survey of Education,¹³ the average length of the school term was 175.0 days for the nation as a whole, 181.1 days for urban areas, and 167.6 days for rural areas.

Dawson¹⁴ asserts that practice in best school systems .

¹³ Biennial Survey, 1940-1942, United States Office of Education, Department of Interior (Washington, D. C.: Government Printing Office, 1942), p. 39.

¹⁴ Dawson, op. cit., p. 38.

TABLE II

BUILDINGS, EQUIPMENT, AND SERVICES IN 21 SCHOOLS
OF LOWER RICHLAND COUNTY, SOUTH CAROLINA, 1946-1947

	Number of Schools	Percentage
<u>STRUCTURE OF BUILDINGS</u>		
Schools constructed of wood	20	95.2
Schools with brick veneer	1	4.8
<u>NUMBER OF CLASSROOMS</u>		
Schools with 6 classrooms	1	4.8
Schools with 4 classrooms	4	19.0
Schools with 3 classrooms	4	19.0
Schools with 2 classrooms	9	42.9
Schools with 1 classroom	3	14.3
<u>SCHOOL AUDITORIUMS</u>		
Schools with convertible auditorium	15	71.4
Schools with permanent auditorium	3	14.3
Schools with no auditorium	3	14.3
<u>SCHOOL PLAYGROUNDS</u>		
Playgrounds with adequate space	20	95.2
Playgrounds with inadequate space	1	4.8
<u>PLAYGROUND EQUIPMENT</u>		
Basketball equipment	9	42.9
Baseball or softball equipment	4	19.0
Tennis equipment	1	4.8
Volley ball equipment	1	4.8
See-Saws	1	4.8
Swings	1	4.8
No equipment	12	57.1
<u>SEATING FOR PUPILS</u>		
Traditional desks and seats	21	100.0
Benches	1	0.0
<u>HEATING</u>		
Schools heated by coal stoves	12	57.1
Schools heated by wood stoves	9	42.9
<u>WATER SUPPLY</u>		
Schools with hand operated pumps	20	95.2
Schools with running water (for drinking purposes only)	1	4.8
Schools with no water supply	1	4.8
<u>JANITORIAL SERVICE</u>		
Janitorial work done by pupils and teachers	20	95.2
Janitorial work done by students paid by the school board	1	4.8

sets up a nine-month or thirty-six week minimum standard for school sessions.

IV. BUILDINGS AND GROUNDS

Table II, page 19, shows that 20 of the schools surveyed were wood structures while only one was constructed of brick. Many of these schools were built under the administration of the W. P. A. and most of them were between ten and twenty years old.

It may be noted that even though one school had nine teachers, one had seven teachers, one had six teachers, and two had five teachers (Table I, page 15), only one school had six rooms, four had four rooms, and all the other schools had three rooms or less. This indicated a shortage of rooms and overcrowded conditions. In one school the auditorium was being used for three classrooms simultaneously; in another school the auditorium was used for two classrooms. A teacher in one school conducted her classes in a nearby church because there was no room at the school to accommodate her pupils. At the time this survey was made, two teachers taught 85 children in the single classroom of a one-room school; however, plans were being made to make an addition to this school.

Fifteen of the schools had convertible auditoriums. Between two classrooms a partition of folding doors was

pushed back to convert these classrooms into an auditorium, when necessary. Three schools had permanent auditoriums originally planned for exclusive auditorium use. Three one-teacher schools had no auditoriums.

With one exception, all of the school principals surveyed asserted that they had adequate space for playgrounds. Since no criteria were set up for the adequacy of playgrounds, the assertions of these principals on this subject were based entirely on their own opinions. However, most of the schools were surrounded by sizable plots of land.

Strayer and Englehardt¹⁵ state that the building should be adjusted to the school's educational program and at the same time provide an aesthetically beautiful environment conducive to learning.

According to Strayer and Englehardt,¹⁶ there should be incorporated, as a part of the school plant, an auditorium in every elementary school; its size should vary according to the needs of the school and the community.

They further assert that each school should have some play space protected from the weather.¹⁷

¹⁵ George D. Strayer and N. L. Englehardt, Standards for Elementary Schools (New York: Bureau of Publications, 1943), p. 25. f.

¹⁶ Ibid., p. 134.

¹⁷ Ibid., p. 142.

The present status of small rural school buildings is not very commendable. Because of the location, plan, facilities, equipment, and sites of present rural school plants, it is almost impossible to provide an adequate educational program for rural youth. Financial limitations frequently prevent replacement of small inadequate, poorly located buildings, and the acquisition of better building equipment.¹⁸

A satisfactory school plant should be safe, sanitary, located so children will not have to travel excessive distances, and well equipped.¹⁹

In the rural school plant, the following facilities should be provided: classrooms, a library, science laboratories, a health unit, provision for teaching the basic elements of home making, accommodations for teaching agriculture, an auditorium and gymnasium, a general or specialized shop, administrative offices, space for commercial arts and academic subjects, facilities for fine arts, space for extra-curricular activities, and sufficient playground area.²⁰

¹⁸ White House Conference, op. cit., p. 165 f.

¹⁹ Ibid., p. 165.

²⁰ Butterworth, op. cit., p. 135 f.

V. EQUIPMENT AND SERVICES

Less than half of the schools had no provision for playground equipment. Nine had basketball equipment; four had facilities and equipment for baseball or softball; two others had tennis and volley ball equipment respectively; and one had swings and see-saws.

All of the classrooms were equipped with nonadjustable desks or with tables and chairs. In some cases there was an inadequate number of desks for the accommodation of the children attending school.

The classrooms of nine schools were heated by wood stoves. In the remaining classrooms, heat was provided by unjacketed coal stoves.

A pitcher pump or a force pump furnished the water supply for all but one school, which had no provision for water at the time this survey was made. In addition to a pump, one school had running water for drinking purposes only.

With a single exception, the teachers and students performed the janitorial tasks for the schools without remuneration. These janitorial services included, among other tasks, sweeping, making and keeping fires, and dusting. In one instance, the school board paid some students for doing the janitorial work.

Outdoor pit toilets comprised the toilet facilities

in all of the schools. The boys and girls had separate facilities.

In describing desirable school equipment, Slacks²¹ characterizes the modern rural school as having swings, teeter-totters, and other play equipment for big muscle activity, indirect heaters or a basement furnace, standard non-adjustable or preferably adjustable seats, and sanitary, septic tank toilets if outdoor toilets must be used.

Lewis²² states that well equipped playgrounds are unusual in rural communities; however, they would not only be highly advantageous during school sessions, but if used properly would make a social center for the community during vacation time. He further states that furniture and equipment should include the best types of seats and desks, cases and cabinets, lockers, pictures, and window shades.

VI. LIBRARIES

Two of the twenty-one schools had libraries, and only two had as many as two hundred supplementary books.

Eighteen schools had fewer than one hundred supplementary books. One school with an enrollment exceeding

²¹ John R. Slacks, The Rural Teachers Work (New York: Ginn and Company, 1938), p. 134.

²² Lewis, op. cit., p. 137.

two hundred had less than twenty-five supplementary books. ,

Johnson concludes:²³

In general, it may be said that standards are in agreement that no library, no matter how small the school, should have fewer than 500 books and that schools with as many as 200 pupils should have a minimum of 1,000 books.

The following summary statement concerning libraries is made by Dawson:²⁴

It may be concluded that the minimum library facilities available in any school should be the use of a central library available to all schools of the administrative unit and an individual library of its own under the care of a clerk who is supervised by the trained librarian at the central library.

Too often is the single-book method of teaching used in rural schools. Supplementary books for use in teaching the various subjects are of great importance for increasing interest and developing intellectual hunger.²⁵

VII. PARENT-TEACHERS ASSOCIATIONS

Twelve of the schools had organized parent-teacher associations and nine had not. Of these twelve organizations, ten met monthly, and two others met bi-monthly.

²³ B. L. Johnson, "The Secondary School Library," United States Office of Education, Bulletin No. 17, Monograph No. 17 (Washington, D. C.: Government Printing Office, 1932), p. 15.

²⁴ Dawson, op. cit., p. 37.

²⁵ Lewis, op. cit., p. 308.

TABLE III
EXTRA-CURRICULAR ACTIVITIES
IN 21 SCHOOLS OF LOWER RICHLAND COUNTY,
SOUTH CAROLINA
1946-1947

Extra-Curricular Activities	Number of Schools Participating in Activities
Basketball	9
Football	1
Baseball or Softball	13
Volley ball	4
Glee club	9
4-H Club	10
N. F. A. (New Farmers of America)	1
Boy Scouts	1
Sewing club	1
Dramatics	1
"B" and Better Club	1

In rural areas the parent-teacher associations are the most widely used agency for enlisting active community effort for the support of the schools.²⁶

According to Woffard,²⁷ some of the returns which may be expected from these organizations are: opportunities for social contacts so helpful to the adult farm group, teacher contacts with the community group, greater understanding on the part of parents of the needs of child nature and the problems of modern youth, and improvement of the school.

Some of the benefits that can be derived from well-organized P. T. A.'s are: higher standards of home life, lessening of friction in the community, improvement of moral standards, opportunity for socializing and educating the community.²⁸

VIII. EXTRA-CURRICULAR ACTIVITIES

Table III, page 26, shows that the extra-curricular activities most widely engaged in were baseball or softball, basketball, 4-H Club work, and glee clubs. Three schools had no extra-curricular activities.

²⁶ G. A. Works and S. C. Lesser, Rural America Today, Its Schools and Community Life (Chicago: The University of Chicago Press, 1942), p. 69.

²⁷ Hate V. Woffard, Modern Education in the Rural School (New York: MacMillan Co., 1938), p. 408 ff.

²⁸ F. J. Lowth, Everyday Problems of the Country Teacher (New York: Macmillan Co., 1936), p. 227.

The following claims have been made for participation in extra-curricular activities: improvement of classroom relations; fostering of school loyalty; motivation of regular classwork; development of initiative, cooperation, and responsibility; production of an atmosphere and background for a program of studies; provision of valuable social experience, and an increase of the interest of pupils and teachers.²⁹

In this investigation no attempt was made to delve into the organization and administration of extra-curricular activities. However, Reavis and Judd³⁰ have an excellent set of controlling principles in the regulation of extra-curricular activities:

Participation should be open to all pupils of the age level or grade groups for which an activity is planned.

Sponsorship of activities should be advisory or suggestive in character rather than dictatorial.

The purposes of an activity should be strictly adhered to or else the activity should be reorganized so as to make clear the real objectives which the organization seeks to achieve.

Records of pupil participation should be kept by the school as a basis for guidance in the selection of activities and as a means of advisement with respect to vocational and avocational pursuits.

²⁹ William C. Reavis, and Charles H. Judd, The Teacher And Educational Administration (New York: Houghton-Mifflin Company, 1942), p. 104.

³⁰ Ibid., p. 104.

TABLE IV

LUNCHROOMS AND FACILITIES, LIBRARIES,
SUPPLEMENTARY BOOKS, AND TRANSPORTATION
IN 21 SCHOOLS OF LOWER RICHLAND COUNTY, SOUTH CAROLINA
1946-1947

	Number of Schools	Percentage
<u>LUNCHROOMS AND FACILITIES</u>		
<u>Lunches</u>		
Schools serving lunches	13	61.9
Schools not serving lunches	8	38.1
<u>Kitchens</u>		
Schools having kitchens	13	61.9
Schools not having kitchens	8	38.1
Schools with well equipped kitchens	6	28.6
Schools having kitchens with fair equipment	7	33.3
<u>Serving of Lunches</u>		
Schools serving lunches in classrooms	11	52.4
Schools serving lunches in lunchrooms	2	9.5
<u>Federal Aid</u>		
Schools receiving federal lunch funds	13	61.9
Schools not receiving federal lunch funds	8	38.1
<u>LIBRARIES AND SUPPLEMENTARY BOOKS</u>		
Schools having libraries	2	9.5
Schools not having libraries	19	90.5
<u>Supplementary Books</u>		
Schools having 200 or more books	2	9.5
Schools having 150-200 books	1	4.8
Schools having 50-100 books	2	9.5
Schools having less than 25 books	9	42.9
<u>TRANSPORTATION</u>		
Schools providing transportation for a portion of pupils	0	0.0
Schools providing no transpor- tation for pupils	21	100.0

A close tie-up should be encouraged between extra-curricular activities and the classroom work of pupils.

The methods of providing financial support of extra-curriculum activities should be determined by school policy rather than by club autonomy.

Obstacles to the success of extra-curriculum activities are not inherent but are the result of inefficient sponsorship or maladministration.

IX. THE SCHOOL LUNCH

Sixty-one per cent of the schools surveyed provided a mid-day lunch for the pupils at school (Table IV, page 29). These lunch programs were organized under the Federal School Lunch plan whereby federal funds supplemented the cost of the program. Of the 13 schools conducting a lunch program, only 2 served in lunchrooms while the other 11 served lunches in classrooms.

According to the principals surveyed, 6 of the thirteen schools serving lunches had well equipped kitchens, 6 had kitchens with fair equipment, and 1 had a poorly equipped kitchen. This estimate of the adequacy of equipment was based solely upon the opinion of the principals. However, minimum standards of equipment had to be maintained in order to secure supplementary federal funds.

The average rural child eats an early breakfast. While in school, he misses the noon meal at home, which is the principal farm meal. The lunch he brings to school usually consist of cold sandwiches, a sweet, and perhaps some fruit.

Therefore nutritionists³¹ point out that the rural child is very likely to lack a balanced diet.

Quite often is the rural school kitchen located in a passageway, the basement, or merely the end of a classroom, because space in the small rural school is precious.³²

The purpose of the school lunchroom is two-fold: it provides immediate nourishment and serves as a preparation for better living by teaching proper nutrition and social habits.³³

X. TRANSPORTATION

No provision was made for the transportation of any of the pupils in the schools surveyed (Table IV, page 29). The author of this thesis has personal knowledge of many children who had to walk from three to six miles in order to reach school. Of course inclement weather made school attendance an impossibility for most of these pupils.

It has been widely accepted that transportation at public expense for those pupils who need it is a legitimate responsibility of the state and its subdivisions. Inasmuch as the state has compulsory attendance laws, the conditions of attendance must be made reasonably convenient.³⁴

³¹ Woffard, *op. cit.*, p. 142.

³² Woffard, *op. cit.*, p. 144.

³³ Rosalie S. Godfrey, and Gladys Short, "Recommendations for lunchrooms," Nation's Schools, 37:34 ff.

³⁴ Dawson, *op. cit.*, p. 343.

TABLE V
TRAINING OF 61 TEACHERS
OF LOWER RICHLAND COUNTY BY
YEARS, NUMBER OF CASES, AND PERCENTAGES
1946-1947

Amount of Training	Number of Cases	Percentages
1 year of college	5	8.2
2 years of college	9	14.8
3 years of college	12	19.6
4 years of college	31	50.8
Graduate work	3	4.9
Master's degree	1	1.6

NOTE: Three of the sixty-four teachers surveyed did not indicate the amount of training. The percentages are based upon the 61 teachers responding to this item in the questionnaire.

TABLE VI

EXPERIENCE IN PRESENT POSITION
AND TOTAL EXPERIENCE OF 63 TEACHERS
IN LOWER RICHLAND COUNTY, SOUTH CAROLINA
1946-1947

Years of Experience	Experience in Present Position (Number of Cases)	Total Teaching Experience (Number of Cases)
1	12	2
2	7	3
3	5	1
4	3	3
5	5	2
6	4	3
7	4	2
8	4	2
9		4
10	7	5
11		1
12	1	4
13	1	1
14	3	4
15	1	2
16	1	4
17	1	2
18		3
19		2
20	2	3
21		2
22	1	1
23	1	2
25		1
28		2
34		1

NOTE: One of the sixty-four teachers surveyed did not indicate the amount of experience on the questionnaire.

XI. TEACHERS

Training. Table V, page 32, shows that of the 61 teachers, who indicated the amount of training they had received, 5 had one year of college training, 9 had two years of college training, 12 had three years of college training, 31 had an A. B. or a B. S. Degree, 3 had acquired some graduate credits, and 1 had a Masters Degree. Three teachers did not respond to the questionnaire with regard to the matter of training.

The average amount of training for all of the 61 teachers was 3 (plus) years of college. It may be noted that 58 per cent of the teachers had four years of college or above while only 8 per cent of them had less than two years of college training.

The total teaching experience of the teachers surveyed ranged from 1 year to 34 years. The average amount of total experience was 12.9 years. Only 11 per cent of the teachers had less than 5 years of experience.

Elementary teachers should have two years of college training beyond the completion of a high-school course.³⁵ High-school teachers should have at least four years of college training including specific training in the fields in which they are to teach.

³⁵ Dawson, op. cit., p. 37 f.

Works and Lesser³⁶ set six years of education beyond grade school as the minimum amount of education for teachers. The requirements of many states reflect a growing sentiment for an eight-year minimum of training beyond grade school. They report, however, that in 1938 only 43 per cent of the teachers in one-room schools and 66 per cent of the teachers in two-room schools had two years of college preparation beyond high school training.

The same authors³⁷ point out that in 1930, nearly 25 per cent of the teachers in one room schools and 14 per cent of the teachers in two-room schools had less than one year's previous teaching experience. This indicates that teachers in one-room schools change jobs more frequently.

Pupil-teacher ratio. The numerical relationship between pupils and teachers is of considerable importance. At the time this survey was made, the average enrollment per teacher was 37.6 pupils, while the average daily attendance per teacher was 29 pupils.

³⁶ Works and Lesser, op. cit., p. 26.

³⁷ Ibid., p. 26.

Salaries. All of the teachers included in this survey received state aid salary with no county or local supplement. This salary was based upon training, experience, and grades made on the National Teachers Examination. The school year during which this study was made was the second year that white and colored teachers of South Carolina received equalized state aid salaries on this basis.

According to the South Carolina State Aid Schedule, a minimum salary of \$55.00 per month was paid to the teacher with less than two years of college training, no experience, and a grade of "D" (the lowest classification) on the National Teachers Examination. (See Appendix). A maximum salary of \$187.50 was paid to the teacher with a Masters degree, 14 years of experience, and an "A" grade (the highest classification) on the National Teachers Examination.

The General Assembly of South Carolina passed a bill to increase the salaries of teachers for the 1947-1948 school term and adopted a new salary schedule.

Reavis and Judd³⁸ state that salary status is the most important factor in determining the economic security of a group of professional workers. The history of education bears out the fact that remuneration for teachers in general

³⁸ Reavis and Judd, op. cit., p. 104.

has not been comparable to their economic needs; however, rural teachers' salaries have been lower than those of teachers in cities of the lowest population group. In spite of this, the economic status of rural teachers has received less public attention than has any other group.

Basic pay minimums for teachers vary according to preparation, experience, special fields of work (such as agriculture, coaching, industrial arts, etc.), additional or special assignments, supervision of student teaching, and superior performance.³⁹

Annual salary⁴⁰ in South Carolina during 1939-40 was \$743, as compared with \$1,441 for continental United States,⁴¹ \$1,955 for urban schools and \$959 for rural schools.

Daily schedules. In general, 17 primary teachers and 18 intermediate and grammar-grade teachers included their schedules in the questionnaires used in this investigation. Of course there was a great deal of overlapping in the grades and subjects taught by these teachers, for many of them taught several grades.

³⁹ J. F. Schenk, "Relation of Salary to Work," School Executive, 65:57-58, October, 1945.

⁴⁰ Biennial Survey 1938-40, op. cit., p. 15.

⁴¹ Ibid., p. 39.

The items recurring most frequently in the primary schedules were: devotions, activity period, conversation and planning, word drill, reading, spelling, writing, health, number work, rest period, geography, story hour, and dramatization, music, and rhythm.

In grades 4 to 8, the schedules included devotions, reading, language, social studies, spelling, writing, health, safety, arithmetic, conference period, music appreciation, and story hour.

Those schools which included junior high and high school had departmental classes in the upper grades. One school had a departmentalized schedule for grades 5 to 10.

In building a case in favor of a program of recitations, Slacks⁴² gives several reasons to justify the regular schedule. He maintains that a program helps a teacher to apportion her time properly among the various subjects, to place those subjects requiring more mental effort at the most advantageous part of the school day, to prevent the teacher from devoting too much time to her favorite group, to help pupils apportion their time among their various studies.

Slacks⁴³ gives some guiding principles in the making

⁴² Slacks, op. cit., p. 197 f.

⁴³ Ibid., p. 197 f.

of school programs: The number of classes should be reduced as much as possible by teaching some subjects in the lower grades in general lessons, by combining grades in certain subjects, and by alteration of subjects. He further advocates that penmanship and drawing should be placed before intermission, that small children should have shorter recitation periods, that they should recite first after an intermission, and that children of the primary grades should have their reading exercises often during the day.

In his criteria for judging the organization of the small elementary schools, Woffard⁴⁴ comes closer to the modern concept of the elementary curriculum. He holds that all possible provision should be made for the correlation and integration of subject matter, that study and play as well as recitations should be provided for, that the program should be characterized by increasing flexibility, and that the organization of the program should be designed to serve the school rather than to be served by it.

The emerging rural school curriculum is described by Works and Lesser.⁴⁵ Among the forces converging to change the rural school's educational program are: the increasing

⁴⁴ Woffard, op. cit., p. 238 ff.

⁴⁵ Works and Lesser, op. cit., p. 70 ff.

TABLE VII

UNITS AND PROJECTS USED IN THE CLASSROOMS BY
SOME OF THE TEACHERS IN THE
SCHOOLS OF LOWER RICHLAND COUNTY, SOUTH CAROLINA
1946-1947

Units and Projects	Number of Classrooms in Which Units Were Developed	Units and Projects	Number of Classrooms in Which Units Were Developed
<u>PRIMARY GRADES (1-3)</u>		<u>PRIMARY GRADES (1-3)</u>	
Workers Who Give Us Food	1	Tuberculosis	1
Farm and Ranch Life	1	Family Life	1
Frogs	1	Our Roads	1
Plants	1	The Three Bears	1
Health project	10	Counting Money	1
Farm Life	8	Eskimos	1
Word unit	1	Indian Life	2
The Circus	1	Better Speech	1
Animal Life	1	Kindness to Animals	1
<u>INTERMEDIATE GRADES (4-6)</u>		<u>INTERMEDIATE GRADES (4-6)</u>	
Health project	1	Transportation	5
Pilgrims	2	Alcohol	1
Wild Flowers	1	Indian Life	2
Health Improvement in the Community	3	Ship Building	1
Home Making	1	School Garden	1
Tuberculosis	4	Communication	1
Farm Life	3	Original Poems	1
Better Speech	1	Scrap Book on South Carolina	1
<u>JUNIOR AND SENIOR HIGH GRADES (7-10)</u>		<u>JUNIOR AND SENIOR HIGH GRADES (7-10)</u>	
Food	1	Original Poems	1
Clothing	1	South Carolina	1
Home Improvement	1	Health Project	2
Gardening	1	Boy Scouts	1
Communication	1	Science Experiments	1
Tuberculosis	1	National Citizenship	1
Pilgrims	1	Health Improvement in the Community	2
Transportation	3		

desire of Americans to serve the needs of school children and to prepare them for a complex and rapidly changing environment; increased interest in the community and local problems; and transformation of the elementary curriculum by attempts to lessen the stress put upon subject and grade divisions.

Units and projects. A list of units and projects carried on in the classrooms may be referred to in Table VII, page 40. These experiences were considered outstanding by the teachers who directed them during the school year in which this survey was made.

The Joint Committee on Curriculum of the Department of Supervisors and Directors of Instruction offer the following criteria for judging the influence of a unit toward wholesome personal integration:⁴⁶

1. Has the problem arisen because of particular interests, questions, needs, or experiences of the children in the group? ...
2. Is the study appropriate for the maturity level of the group being considered? ...
3. Does this problem provide possibilities for challenging the child's thought (and action when possible) to the extent that such experiences as the following become a necessary and integral part of the child's daily living?
 - a. Will it furnish situations necessitating planning, evaluating, sharing, assuming responsibility, cooperating,

⁴⁶ Henry Harap, editor, The Changing Curriculum (D. Appleton-Century Company: New York, 1937), p. 164 ff.

making decisions, sensing and solving problems and other such abilities necessary for successful living?

- b. Will it bring to the fore fundamental social issues of significance to the children?
- c. Will it provide varied and repeated problem situations through which the child may gain academic skills adequate to cope with his ever-increasing needs?
- d. Will it provide situations which will call for a reorganization of varied interwoven subjects in such a way as to eliminate compartmentalization?
- e. Will it provide gripping ideas for thought and discussion and through such discussion extend the horizon of the children's experience?
- f. Will it give opportunity for initiative, emotional release, and satisfaction through creative and scientific thought and expression?

4. Is it possible to provide such of the following as are necessary for this study?

- a. Books, pictures, slides, films.
- b. Opportunities for trips.
- c. Materials for plastic and graphic arts, sciences, music, or other kinds of expression.
- d. Materials for first-hand experiences, such as making paper or churning butter, or threshing wheat.

CHAPTER V

CONCLUSIONS

Many of the problems of the schools surveyed were identical with the general problems of the rural schools of the United States.

Low school attendance of pupils was largely the result of extensive use of child farm labor.

While the nation's average length of school term was low, the length of the school term in Lower Richland County schools studied was still lower.

Most of the school units included in this survey were typically small.

District divisions impeded consolidation to some extent.

Most of the school buildings of the schools surveyed were typical of the poorly equipped, inadequately serviced rural school buildings of the nation.

More than half of the schools were attempting to conduct a lunch program which in most cases was hampered by lack of space for properly serving the lunches.

In spite of the fact that many children lived great distances from the school which they attended, absolutely no transportation was provided at public expense for any of the Negro students of Lower Richland County at the time this

survey was made.

Ninety-two per cent of the teachers surveyed had two years or more college training, which authorities set as a minimum for elementary teachers. While there is still a great deal of improvement to be made, this percentage compared favorably with the training of the nation's rural school teachers. It is the author's opinion that the new South Carolina salary schedule, which provided higher salaries and additional compensation for more training, has served to increase the training of in-service teachers. However, verification of this opinion would require research beyond the limits of this investigation.

The median salary of teachers included in this survey was \$792-\$1,140 a year, depending on the grade of the teaching certificate.

With a single exception, libraries were far below accepted library standards and failed to meet the educational needs of the students.

CHAPTER VI

RECOMMENDATIONS

On the basis of the foregoing conclusions, the author makes the following recommendations:

That further study be made of the location of the schools, the land area, resources, school population of the districts and the educational needs of each community; and that schools be consolidated to conform with these findings.

That the school districts of Lower Richland County be combined, where necessary, so as to facilitate consolidation of schools.

That schools in each of the combined districts be supervised by a competent district superintendent.

That these consolidated schools be built, equipped, and serviced according to accepted educational standards.

That these buildings include adequate classroom space, permanent auditoriums, lunchrooms, libraries, running water, and modern rest rooms for students and teachers.

That sufficient playground equipment be provided each school.

That the school board provide adequate janitorial services for each school (exclusive of work done by pupils and teachers).

That school attendance laws be strictly enforced.

That transportation be provided at public expense for all pupils who need it.

That all of the schools be put on a nine-month basis--elementary as well as high school.

That the school lunch program be extended to include all of the schools and that proper equipment and facilities be provided for this program.

That, in each of the schools, standard library facilities be acquired and that each library be supervised by a competently trained librarian.

That extra curricular activities be more inclusive and better organized.

That teachers continue their in-service training so that the standard of training in these schools will continue to be raised.

That extreme care be taken in the selection of new teachers, requiring a minimum of four years' college training.

That state salaries of teachers be supplemented by the local school districts and that this supplement be based upon the training and experience of teachers.

That teachers base their classroom instruction upon the needs of the pupils in relationship to the community in which they live.

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APPENDIX

A SURVEY OF THE NEGRO SCHOOLS OF RICHLAND COUNTY

(This questionnaire is to be filled out by the Principal.)

School _____ Principal _____

No. of teachers (including the Principal) _____ Total enrollment
of your school _____ Average daily attendance of your school _____

Grades taught in your school _____ No. of months
in your school term _____ Is your school a wood or brick
structure? _____ No. of classrooms _____

Are your classrooms equipped with desks or benches for the stu-
dents? _____ Are the rooms heated by wood
or coal stoves? _____ Does your school have adequate space
for a playground? _____ What playground equipment does your
school have? _____

What kind of toilet facilities do you have? _____ Do you have
running water? _____ Who does the janitorial work for the
school? _____ Does your school serve lunches? _____

Do you have a kitchen in which to prepare the lunches? _____

Is it well equipped? _____ Where are the lunches served? _____

_____ Do you have a library? _____ Do your pupils
have access to any supplementary books? _____ How many? _____

Is transportation provided for any of the students? _____

Does your school have a functioning P. T. A.? _____ How often
does it meet? _____ Underline any of the following extra-
curricular activities which are included in your school's pro-
gram (basketball, football, baseball, volley ball, Glee Club, 4-H
Club). Indicate any other extra-curricular activities sponsored
by your school _____

APPENDIX B

A SURVEY OF THE NEGRO SCHOOLS OF RICHLAND COUNTY

53

(A form of this questionnaire is to be filled out by the Principal and each teacher.)

School _____ Name of teacher _____

Grade or subjects taught _____

Enrollment of your class or home room _____ Average daily attendance of your class or home room _____ Total number years of your teaching experience _____ Number of years you have taught in your present position _____ Check the amount of training you have (less than one year college, one year college, two years college, three years college, B. S. Degree, A. B. Degree, graduate work, Masters Degree).

Lists subjects or grades in which you are certified to teach _____

_____ List outstanding projects or units of work which have been carried out in your classes this year _____

In the space below, make a copy of your daily schedule of classes.

Period

Grade or Group

Subject

SOUTH CAROLINA

STATE AID SCHEDULE - 1946-'47

GROUP	Prior Yrs. Exp.	CLASS I (Master's Degree)				CLASS II (Bachelor's Degree Plus 18 Semester Hours Graduate Work)				CLASS III (Bachelor's Degree)				CLASS IV								CLASS V (Less Than Two Years College)			
														Advanced (Three Years College)				Regular (Two Years College)							
1. Probationary		A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D
	0	121.00	115.50	104.50	93.50					115.50	110.00	99.00	88.00	104.50	93.50	77.00	71.50	104.50	93.50	77.00	71.50	71.50	66.00	60.50	55.00
	1	126.50	121.00	110.00	99.00					121.00	115.50	104.50	93.50	110.00	99.00	82.50	77.00	110.00	99.00	82.50	77.00	71.50	66.00	60.50	55.00
2. Intermediate and Intermediate Professional	2	137.50	132.00	121.00	110.00	132.00	126.50	115.50	104.50	126.50	121.00	110.00	99.00	115.50	104.50	88.00	82.50	115.50	104.50	88.00	82.50	104.50	88.00	71.50	60.50
	3	142.50	137.50	126.50	115.50	137.50	132.00	121.00	110.00	132.00	126.50	115.50	104.50	121.00	110.00	93.50	88.00	121.00	110.00	93.50	88.00	110.00	93.50	77.00	66.00
	4	147.50	142.50	132.00	121.00	142.50	137.50	126.50	115.50	137.50	132.00	121.00	110.00	132.00	121.00	104.50	99.00	126.50	115.50	99.00	93.50	115.50	99.00	82.50	71.50
	5	152.50	147.50	137.50	121.00	147.50	142.50	132.00	115.50	142.50	137.50	126.50	110.00	137.50	126.50	110.00	99.00	132.00	121.00	104.50	93.50	121.00	104.50	88.00	71.50
	6	157.50	152.50	137.50	121.00	152.50	147.50	132.00	115.50	147.50	142.50	126.50	110.00	142.50	132.00	110.00	99.00	137.50	126.50	104.50	93.50	126.50	110.00	88.00	71.50
3. Advanced Professional	7	162.50	157.50	142.50		157.50	152.50	137.50		152.50	147.50	132.00	115.50	142.50	132.00	110.00	99.00	Advanced Professional and Permanent Professional Certificates are not issued in Classes IV or V. Class IV Advanced, however, carries a final State Aid in- crement after 14 years, while no increment is pro- vided after six years for Class IV Regular and Class V.							
	8	162.50	157.50	142.50		157.50	152.50	137.50		152.50	147.50	132.00	115.50	142.50	132.00	110.00	99.00								
	9	167.50	162.50	147.50		162.50	157.50	142.50		157.50	152.50	137.50	126.50	142.50	132.00	110.00	99.00								
	10	167.50	162.50	147.50		162.50	157.50	142.50		157.50	152.50	137.50	126.50	142.50	132.00	110.00	99.00								
	11	172.50	167.50	152.50		167.50	162.50	147.50		162.50	157.50	137.50	126.50	142.50	132.00	110.00	99.00								
	12	172.50	167.50	152.50		167.50	162.50	147.50		162.50	157.50	137.50	126.50	142.50	132.00	110.00	99.00								
	13	177.50	172.50	152.50		167.50	162.50	147.50		162.50	157.50	137.50	126.50	142.50	132.00	110.00	99.00								
4. Permanent Professional	14	187.50	182.50			177.50	172.50	157.50		167.50	162.50	147.50		147.50	137.50	115.50	104.50								